This Self-Assessment has been developed to assist your program in determining its readiness to apply for RIDE Approval through the Comprehensive Early Childhood Education Program Standards. It is recommended that programs review and complete the Self-Assessment with key stakeholders. The guidance documents that are referenced in the Self- Assessment are available on the RIDE website and were developed to provide your program with a point of comparison for assessing current practices and policies. Additional resources which may assist programs to determine compliance and/or develop strategic plans are also listed on the Self-Assessment.

Completing the Self-Assessment

Each RIDE standard has been turned into a guiding question for programs to consider. Next to each of these guiding questions is the method RIDE will use to determine compliance. Multiple measures will be used to determine compliance, including; document review, on-site observation, and interviews. Programs are encouraged to consider whether evidence of compliance for each standard exists and to mark the Self-Assessment form accordingly. As mentioned above, the resources provided are designed to assist programs in determining whether they meet each standard and/or to assist in the development of strategies plans to meet the standards. This is not an exhaustive list and programs are encouraged to use other resources, as well, including active participation in RI Early Learning Standards courses and next step sessions.

Next Steps
Once programs completed their self-assessment and determined their readiness for RIDE Approval, they may contact Stephanie Enos, Preschool Approval Specialist at 222-8994 or via email at stephanie.enos@ride.ri.gov, with questions about the process.

Section I: Applicability

Section	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
I	Does each classroom for which you are applying operate for a minimum of 12 hours a week? Note: Classrooms that do not operate for a minimum of 12 hours a week are not eligible for RIDE CECE Approval.	Weekly classroom schedule Parent Handbook				

Standard One: Physical Facilities

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
1.1	Is your program licensed by DCYF or located in a public or private PK-12 school that meets RIDE BEP Program Regulations?	Core Approval: DCYF License, RIDE Non-public School Verification, Special Education School Verification OR Public PK-12 School Verification				DCYF Licensing, RIDE Non-public School Approval, RIDE Special Education School Regulations OR BEP Regulations
1.2	Do all your classrooms have floor to ceiling walls or stable partitions of at least 4 feet in height?	Application: Classroom Plan Facilities Site Visit				LISC: Walls and Partitions

1.3	Is your facility: • inspected and certified by OSHA? • in compliance with building codes? • in compliance with fire codes? • able to provide evidence of being lead free or safe? • able to provide evidence of being asbestos-free or safe? Does your facility: • have an acceptable score on a radon test conducted within the last 3 years? • have a public water supply or a Department of Health certificate related to a water supply of drinking water quality?	Application: Required Inspections • OSHA Inspection • Building Inspection • State Fire Marshal Inspection • Lead Safe/Free Inspection • Asbestos Safe/Free Inspection • Radon Inspection • Water Bill or DOH Certificate of Water Quality			Required Inspections Guidance
1.4	Is your program accessible for children and adults with disabilities in accordance with disabilities requirements including the American with Disabilities Act (ADA)?	Application: Program Assurance			ADA Guidance from the Department of Justice
1.5	Do the program's exterior doors lock? Does the program's designated main entrance(s) have a doorbell, buzzer, keypad, swipe card or other comparable means for entrance? If no, is there a plan in place for unlocked doors to be monitored **at all times** by a staff person?	Facilities Site Visit			LISC: Exterior Door Locks
1.6	Are all parts of the program and its premises kept in good repair, clean, neat, and free of hazards? Is maintenance of the facility, including daily cleaning, done at a time that does not interfere with children's learning or health and safety? Are fundamental methods for achieving the control of rodent and insect infestation used?	Application: Plan - Cleaning and Sanitation Facilities Site Visit ECERS Observation			General Program Policy Guidance Caring for Our Children ECERS #1

1.7	Does the playground provide at least 75 square feet per child? *The per child allowance is calculated as follows: 75 times one half of the program's capacity.* Is your program fenced and does it have surfaces that comply with the Handbook for Public Playground Safety? Does your program also serve children in first grade and older? If yes, is the playground for preschoolers and kindergarteners separated by fencing or scheduling from those used by children of first grade age and above?	Application: Playground Map and Schedule(s) Facilities Site Visit ECERS Observation				Handbook of Public Playground Safety LISC: Playgrounds ECERS #7 and #8
1.8	Do you have one toilet and one sink for each group of 10 children? Are your toilet facilities on the same floor and within 40 feet of each classroom? For toilets outside the classroom, do you have a plan in place for how toileting will be supervised while classroom staff adult/child ratios are maintained? Do hand washing sinks have both warm and cold running water? Are their separate toilet facilities for staff?	Application: Classroom Plan(s) and Program Map Facilities Site Visit ECERS Observation				LISC: Bathrooms ECERS #12
1.9	Do you enroll children who wear diapers in your program? If yes, is there a diaper changing area and an adjacent hand-washing sink with warm and cold running water for each group of children? Is this area separate and apart from any food preparation area?	Application: Policy - Diapering and Toileting Facilities Site Visit ECERS Observation				General Program Policy Guidance LISC: Sinks ECERS #12

1.10	Is there adequate ventilation and natural and/or artificial lighting throughout the program facility? Does each room used for instructional purposes shall have sufficient air changes to produce healthful conditions and to avoid odors or concentrations of toxic substances or dust particles? Does each room used for children have a window or skylight directly to the outdoors? Does each classroom meet The Illuminating Engineering Society of North America standards for the quantity of illumination, Lighting for Educational Facilities RP-3-00? Is emergency lighting available when normal lighting systems fail and in locations that permit an orderly egress from the building in an emergency situation?	Facilities Site Visit ECERS Observation				LISC: Lighting and Sound ECERS #1
1.11	Is there adequate space for the storage of individual clothing with hooks at children's levels for the use of children?	Facilities Site Visit ECERS Observation				ECERS #2
1.12	Is there adequate storage space for equipment, including cots and blankets, materials, supplies and seasonal toys?	Facilities Site Visit ECERS Observation				ECERS #1 and #2
1.13	Is there a designated adult space with adult-size furniture for functions such as planning, meeting privately with parents, storage of staff materials, breaks, etc?	Application: Program Map Facilities Site Visit ECERS Observation				ECERS #39 and #40
1.14	Are classrooms located on the first floor? Is there a minimum of 35 square feet of usable floor space for each child in activity rooms or classrooms?	Facilities Site Visit				
1.15	Is sound originating in spaces where learning takes place and sound transmitted from adjacent spaces or outdoor sources within acceptable noise levels?	Facilities Site Visit ECERS Observation				ECERS #1

Standard Two: Health and Safety

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
2.1	Is your program licensed by DCYF or located in a public or private PK-12 school that meets RIDE health and safety regulations for public and private K-12 schools?	Application: DCYF License OR Public or Private PK-12 School Verification				DCYF Licensing BEP Regulations
2.2	Does your program have a policy prohibiting the use food and outdoor play as a reward or as a behavior consequence? *Exceptions may only be made if specifically stated in a child's Individualized Education Program (IEP).*	Application: Policy - Guiding Children's Behavior Administrator Interview Teacher Interview				General Program Policy Guidance ECERS #10
2.3	Does your program have a staff policy prohibiting physical punishment, threats or derogatory remarks?	Application: Policy - Guiding Children's Behavior				General Program Policy Guidance ECERS #31 CLASS
2.4	Does your program have a policy for when children present challenging behavior?	Application: Policy - Guiding Children's Behavior Administrator Interview Teacher Interview				General Program Policy Guidance ECERS #31- #33
2.5	Does your program have written policies for when children in the program who have special health care needs specifying that specific health procedures shall be delivered, where appropriate, by a licensed/certified health professional or a staff person who has been trained to appropriately carry out such procedures?	Application: Policy – Children with Special Needs Administrator Interview Teacher Interview				General Program Policy Guidance ECERS #37
2.6	Does your program have a written plan to request that families obtain from their child's health provider an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care, for each child with special health care needs,	Application: Policy – Children with Special Needs Review of Child Files Administrator Interview				General Program Policy Guidance ECERS #10 and #37

	food allergies or special nutrition needs? Does your program have a written policy for protecting children with food allergies from contact with the problem food? Does your program have a written policy for asking families of a child with food allergies to give consent for posting information about that child's food allergy? If yes, then: When consent is given, do you post that information in the food preparation area and in the areas of the program the child uses so it is a visual reminder to all those who interact with the child during the program day? When consent for posting is not provided, do you share this information with all relevant staff to ensure that they are informed?	Teacher Interview				
2.7	Does at least one staff person per classroom have a current valid certificate showing satisfactory completion of pediatric CPR training and first aid?	Application: Classroom Plan Review of Staff Files				Rhode Island Red Cross Child Span
2.8	Is clean, sanitary drinking water available to children throughout the day?	Facilities Site Visit				
2.9	Does the program have a written policy and implementation plan for the routine cleaning and sanitizing *of* all surfaces in the facility?	Application: Plan - Cleaning and Sanitation Facilities Site Visit				General Program Policy Guidance ECERS #10 - #13 Caring for Our Children
2.10	Does the program have a written cleaning and sanitation schedule which it follows?	Application: Plan –Cleaning and Sanitation Facilities Site Visit Administrator Interview Teacher Interview				General Program Policy Guidance ECERS #10 - #13

2.11	Is your program inspected by the State Fire Marshal, or other authorized personnel, at least once a year? Is your program inspected by the Department of Labor at least once a year? Does your program maintain updated fire drill and evacuation plans (see Emergency Drill Sheets) in accordance with RIGL §16-21-4 and §16-21-5?	Application: Required Inspections Document Review – Fire Drill forms				Required Inspections Guidance Fire Drill and Evacuation Guidance
2.12	Does your program create and implement individualized evacuation plans for children with special needs when appropriate?	Application: Policy - Children with Special Needs Administrator Interview Review of applicable Child Files				General Program Policy Guidance ECERS #37
2.13	Does your program have a written policy to ensure specific training is provided to staff to be able to appropriately address health and safety of children with special needs including medical needs?	Application: Policy - Children with Special Needs Administrator Interview Teacher Interview				General Program Policy Guidance ECERS #37

Standard Three: Children's Age Requirements

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
3.1	Are children enrolled in your program once they have attained 3 years of age and until entry into an approved kindergarten program?	Application: Policy- Preschool Enrollment Age Review of Child Files				
3.2	The age for enrollment in an approved kindergarten program has been defined by law as 5 years on or before September 1 of any school year. Are children enrolled in kindergarten 5 years old by September 1?	Application: Policy - Kindergarten Enrollment Age Review of Child Files				Advisory Regarding Kindergarten Eligibility Date

Standard Four: Staff-Class Sizes, Staff Adult/Child Ratios

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
4.1	Does your program maintain the following staff-child ratios in all classrooms: 3, 4 and 5 year olds: 1:9 ratio with a maximum of 18 children per classroom Kindergarten children: 1:12 ratio with a maximum of 24 children per classroom	Application: Classroom Plan Review of Parent Sign-in Sheets and Classroom Attendance Logs				
4.2	Does every classroom include at least one qualified teacher in all staff/children ratios as defined in 5.2 of these standards?	Application: Classroom Plan and Credentials Packet Review of Staff Files				Staff Credentials Checklist
4.3	Are staff adult/child ratios maintained at all times of the day including staff breaks, lunch and outdoor play?	Application: Classroom Plan Administrator Interview Teacher Interview				
4.4	For programs that provide inclusive settings for children with disabilities, are the staff adult/child ratios determined in consideration with any special learning, health or social and emotional needs of the children in each classroom?	Administrator Interview				ECERS #37
4.5	Does your program make every effort to hire qualified staff and secure volunteers who represent the cultures and speak the languages of the communities they serve and to reduce the staff-child ratio, when appropriate?	Administrator Interview				ECERS #28

Standard Five: Staff Qualifications and Requirements for Ongoing Professional Development

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
5.1	Does your program have a qualified Early Childhood Education Coordinator?	Application: Administrative Staff and Credentials Packet Review of Staff Files				Staff Credentials Checklist RIDE Office of Educator Quality and Certification
5.2	Does your Early Childhood Education Coordinator have an individual professional development plan related to core competencies as appropriate to his/her position, and that is developed and updated annually as part of his/her annual performance evaluation?	Administrator Interview Review of Staff Files				System of Staff Support Guidance ECERS #42 and #43
5.3	Does your program employ at least one professionally prepared teacher in each classroom who meets the new qualifications? For those who do not fully meet the standards, does your program have a professional development plan in place for each person to meet the new requirements?	Application: Classroom Plan and Credentials Packet Review of Staff Files				Staff Qualifications Checklist RIDE Office of Educator Quality and Certification System of Staff Support Guidance
5.4	Does each teacher have an individual professional development plan related to core competencies as appropriate to his/her position, and that is developed and updated annually as part of his/her annual performance evaluation?	Administrator Interview Review of Staff Files Teacher Interview				System of Staff Support Guidance ECERS #42 and #43
5.5	Does your program employ teacher assistants who meet the new qualifications? For those who do not fully meet the standards, does your program have a professional development plan in place for each person to meet the new requirements?	Application: Classroom Plan Review of Staff Files				Staff Qualification Checklist Teacher Assistant Resources
5.6	Does each teacher assistant have an individual professional development plan related to core competencies as appropriate to his/her position, and that is developed and updated annually as part	Administrator Interview Review of Staff Files				System of Staff Support Guidance ECERS #42 and #43

	of his/her annual performance evaluation?	Teacher Interview			
5.7	Do the consultants, e.g., physicians, psychiatrists, social caseworkers, psychologists or nurses, employed by the program meet or exceed the minimum professional standards in their particular field?	Application: Assurance Administrator Interview Review of Staff files			

Standard Six: Administration

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
6.1	Does your program comply with either DCYF or RIDE standards related to Administration?	Application: DCYF License <u>OR</u> Public or Private PK-12 School Verification				DCYF Licensing BEP Regulations
6.2	Does your program have a designated program administrator who is responsible for the development, implementation and evaluation of policies and procedures for compliance with these standards? Are these materials are made available to staff and to families?	Application: General Program Information Staff Handbook Parent Handbook				
6.3	Does your program have a person assigned to the role of Early Childhood Education Coordinator whose role includes providing leadership for compliance with the Educational Program Standards?	Application: General Program Information				
6.4	Does your program have liability insurance for school personnel, children, transportation services and physical plant?	Application: Assurance				
6.5	Is your program prepared to submit reports to the Commissioner of Education in such manner and form as may be required?	Application: Assurance				
6.6	Does your program actively seek and utilize input from families in the following areas: a. Establishing or refining program philosophies, long-term goals and short-term objectives? b. Conducting program assessment and evaluation? c. Designing family engagement opportunities? d. Establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language? e. Creating a physical environment that is welcoming to families?	Application: Policy/Plan -Family Engagement Supporting Documentation Administrator Interview				Family Engagement Guidance ECERS #38
6.7	Does your program's governing structure or advisory groups include families as members and	Application: Policy/Plan - Family Engagement				ECERS #38

	support them as active participants? Are family members encouraged to take on leadership roles?	Administrator Interview			
6.8	Does your program engage in a comprehensive self-assessment to determine compliance with the structural and educational program standards contained herein and all other standards and regulations governing the program and the program's effectiveness in meeting needs of children and families? Does this assessment include a review and analysis of program-wide child assessment information that reveals patterns and trends? Does this process involve families and staff? Does your program develop an improvement plan based on the results of the assessment that includes: priority goals, specific strategies for attaining each goal, and progress towards goal attainment?	Application: Plan - Comprehensive Self-Assessment and Program Improvement Administrator Interview			Comprehensive Self-Assessment and Program Improvement Guidance ECERS #38
6.9	Does your program produce an annual professional development plan that: a. Is linked to the program's goals? b. Is linked to individual staff professional development plans that are an outgrowth of a performance-based evaluation process for each staff? c. Includes staff and volunteer orientation which addresses review of the program's staff and family handbook(s) and/or policies and procedures? d. Includes a variety of ongoing professional development strategies that reflect effective research-based professional development practices?	Application: Plan - Annual Professional Development Administrator Interview			System of Staff Support Guidance ECERS #43
6.10	Does your program have a system to provide individualized supervision and support to every person employed by the program, including	Application: Plan - Staff Evaluation and Supervision			System of Staff Support Guidance

	volunteers?	Administrator Interview			ECERS #42 and #43
6.11	Does your program have a staff evaluation process that: a. Includes individual self-assessments? b. Includes supervisor feedback based on formal observation? c. Includes an evaluation of family engagement? d. Is linked to the individual's job description? e. Is performance-based? f. Includes a formal supervisor/staff conference conducted at least annually? g. Leads to an annual individual professional development plan addressing competencies referenced in the educational program standards areas of curriculum, child assessment, differentiated teaching and learning, and family engagement? h. Provides results that inform the program's annual professional development plan?	Application: Plan - Staff Evaluation and Supervision Administrator Interview Teacher Interview			System of Staff Support Guidance ECERS #42
6.12	Does your program provide a minimum of 2 hours paid time per week for each classroom dedicated to planning including interpretation and use of child assessment results to align curriculum and teaching practices to the interests and needs of the children? Does this planning time include planning time include collaboration among teaching team members?	Application: Classroom Plan Administrator Interview Teacher Interview			ECERS #42 and #43
6.13	For volunteers who work in your program on a routine basis, does your program: a. Main a personnel record for each person? b. Have completed applications on file (which includes a statement signed by the volunteer verifying that they do not have a criminal record or a communicable disease?) c. Provide an orientation to the program and the volunteer assignment? d. Always have volunteers work under the supervision of program staff; never let volunteers be alone with children; and never allow volunteers to engage in any disciplinary	Program File Review Administrator Interview			

	action with a child?				
6.14	The regulations state that children shall be released only to a parent or authorized individual. Does your program have written policies and procedures for releasing children to persons other than parents including: a. Documentation of any custody or restraining orders relating to child? b. Current written parental authorization for release to named individuals updated annually for each child? c. Verification of identity of authorized individuals, including picture ID? d. Emergency call-in authorization by parent including verification of identity of parent over phone?	Application: Policy - Releasing Children Review of Child Files/Parent Authorization for Release Forms			General Program Policy Guidance
6.15	Does your program: a. Establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff? b. Have a confidentiality policy that requires that all employees, consultants, and volunteers maintain confidentiality of child, family, and staff information included in files, conversations, observations, meetings, correspondence, or any other source? c. Have procedures to ensure appropriate implementation of this policy?	Application: Policy – Confidentiality Review Child Files Review Staff Files			General Program Policy Guidance
6.16	Is your program in full compliance with all requirements related to criminal record checks found in requirements for: a. A Child Day Care Center, Family Child Care Home, or Head Start Program licensed by the State of Rhode Island Department of Children, Youth and Families? OR b. A program housed in a facility that meets physical facility requirements of the RI Department of Elementary and Secondary Education?	DCYF License OR Public or Private PK-12 School Verification			DCYF Licensing BEP Regulations

6.17	Does your program have a staffing plan and schedule for each classroom, including a list of qualified substitutes?	Application: Classroom Plan Review List of Substitutes				

Standard Seven: Curriculum

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
Program Level Program level curriculum is a written framework expressing the philosophy, goals and objectives of individual programs and is used to guide teaching staff in implementing curriculum at the classroom level. In order to assure that programs have a curriculum framework and classroom-level curriculum appropriate to the individual needs of children, evidenced-based published curriculum resources may be used in the development of a program level curriculum but should not be used in place of an individualized curriculum at the program and classroom level.						
7.1	Does your program have a written statement of philosophy and a curriculum framework consistent with its philosophy that addresses central aspects of child development and that reflects the community it serves?	Application: Policy - Curriculum Framework				Curriculum Guidance RIELS Level III
7.2	Does the curriculum framework articulate that play experiences are the mechanism through which children attain developmentally appropriate goals in all developmental domains?	Application: Policy - Curriculum Framework				Curriculum Guidance RIELS Level III
7.3	Does the curriculum framework guide teachers' intentional implementation of evidence-based practices that contribute to positive child outcomes and are consistent with the program's philosophy, goals and objectives?	Application: Policy - Curriculum Framework				Curriculum Guidance RIELS Level III ECERS #29 - #33
7.4	Does the curriculum framework guide teachers in the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of the children? Does the schedule provide time and support for transitions, includes both indoor and outdoor experiences, provides for large and small group and individual time, and is responsive to a child's need to rest or be active?	Application: Policy - Curriculum Framework				Curriculum Guidance RIELS Level III ECERS #34- #36
7.5	Does the curriculum framework guide teachers to incorporate content, concepts, and activities that foster and integrate the eight RI Early Learning Standards domains of learning: Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity,	Application: Policy - Curriculum Framework				Curriculum Guidance RIELS Level III ECERS #8, #15 - #27

	and Physical Health and Development?				
7.6	Does the curriculum framework reflect the program's understanding of how child learning develops and guides teachers in meeting the individual needs of children?	Application: Policy - Curriculum Framework			Curriculum Guidance RIELS Level III
7.7	Does the curriculum framework describes the materials and equipment needed to support children's learning that: a. Reflects the lives of the children and families? b. Reflects the diversity found in society, including gender, age, language and abilities? c. Provides for children's safety while being appropriately challenging? d. Encourages exploration, experimentation, and discovery? e. Promotes action and interaction? f. Are organized to support independent use? g. Are rotated to reflect changing curriculum and accommodate new interests and skill levels? h. Are rich in variety? i. Accommodates children's special needs?	Application: Policy - Curriculum Framework			Curriculum Guidance RIELS Level III ECERS #15 - #28
7.8	Does your program have a system that supports teachers in developing competencies associated with curriculum design and implementation and are associated with achieving child outcomes?	Application: Plans - Staff Evaluation and Supervision; Annual Professional Development Administrator Interview Teacher Interview			System of Staff Support Guidance RIELS Level III ECERS #42 and #43

Classroom Level
Classroom level curriculum emerges from the program level curriculum framework as it is translated into the daily experiences for the individual children in the class. It encompasses teaching staff roles, daily schedule, classroom environment, planned activities, intentional practice and nurturing relationships.

7.9	Is the curriculum implemented in a manner that reflects responsiveness to goals that families have for their children and home values, beliefs, experiences, and language of currently enrolled children and families?	ECERS Observation Teacher Interview			ECERS #28, #37 and #38 RIELS Level I RIELS Level II
7.10	Is the curriculum implemented through play experiences that provide opportunities for children to attain developmentally appropriate goals in all developmental domains?	ECERS Observation Teacher Interview			ECERS #15 - #27, #34 - #36 RIELS Level I RIELS Level II
7.11	Does the teaching staff talk frequently with children	ECERS Observation			ECERS #29 - #33

	and listen to children with attention and respect. Do they: a. respond to children's questions and requests? b. use strategies to communicate effectively and build relationships with every child? c. engage regularly in meaningful and extended conversations with each child?	Teacher Interview CLASS Observation				RIELS Level I RIELS Level II CLASS
7.12	Does the teaching staff maintain, post and follow a regular daily schedule, while allowing flexibility to meet interests and needs of the moment? Does the schedule prioritize play and incorporate: a. a combination of teacher-initiated and child-initiated activities? b. learning opportunities, experiences, and projects that extend over the course of several days? c. large group, small group and individual activities? d. indoor and outdoor activities? e. an age appropriate balance between active and quiet activities?	Application: Classroom Schedule ECERS Observation CLASS Observation				ECERS #34 - #36 RIELS Level I RIELS Level II CLASS
7.13	Do teachers design a learning environment that is well organized and equipped with clearly defined learning areas which include, at a minimum, areas devoted to: construction, dramatic play, discovery, books, manipulatives and creative expression?	ECERS Observation CLASS Observation				ECERS #15 - #26 RIELS Level I RIELS Level II CLASS
7.14	Do teachers design learning opportunities that integrate multiple goals?	Teacher Interview Document Review: Educational Plans				RIELS Level I RIELS Level II
7.15	Are classroom materials: a. chosen intentionally to support the learning goals for children? b. well-maintained? c. organized and labeled? d. easily accessible to children? e. representative of the interests and cultures of children? f. age-appropriate? g. of sufficient quantity for the numbers of children being served?	ECERS Observation Teacher Interview				ECERS #3- #8, #15 - #26 RIELS Level I RIELS Level II

7.16	Do teachers maintain a method of documented planning that demonstrates that curriculum is developed based on the RI Early Learning Standards or for kindergartens, based on applicable Rhode Island Department of Elementary and Secondary Grade Level Expectations (GLEs). Plans should be written at least on a weekly basis with adjustments as needed based on emerging needs, skills and interests of children in the class?	Teacher Interview Documentation Review: Educational Plans				RIELS Level I RIELS Level II
7.17	Does the teaching staff use a wide range of teaching strategies based on information gained through ongoing observation of children at play, to support children's growth and development in the areas addressed in all domains? Does teaching staff demonstrate a variety of teaching strategies such as facilitator, decision-maker, observer, co-player and trusting adult based on the needs and interests of children?	ECERS Observation CLASS Observation				ECERS #29 - #33 RIELS Level I RIELS Level II CLASS
7.18	Does the teaching staff support the development and maintenance of children's home language whenever possible while promoting English language acquisition?	ECERS Observation Teacher Interview				ECERS #28 RIELS Level I RIELS Level II
7.19	Does the teaching staff proactively prevent bias and discrimination by: a. treating all children and their families with equal respect and consideration? b. initiating activities and discussions that build positive self-identity and teach children to value differences? c. intervening when children tease or reject others? d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations? e. avoiding stereotypes in language references?	ECERS Observation Teacher Interview CLASS Observation				ECERS #28 - #31, #37, #38 RIELS Level I RIELS Level II CLASS

7.20	Does the teaching staff create a positive environment through their own behaviors such as frequent social conversations with children, joint laughter and affection, eye contact, tone of voice and smiles?	ECERS Observation CLASS Observation			ECERS #29 - #33 RIELS Level I RIELS Level II CLASS
7.21	Do teachers organize space and select materials to stimulate exploration, experimentation, discovery and conceptual learning in all developmental areas?	ECERS Observation CLASS Observation			ECERS #4 RIELS Level I RIELS Level II CLASS
7.22	Does the teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive?	ECERS Observation CLASS Observation			ECERS #29 - #33 RIELS Level I RIELS Level II CLASS
7.23	Do teachers manage behavior, implement classroom rules and expectations, and help individual children learn socially appropriate behavior by providing positive guidance that is consistent with the child's level of development?	ECERS Observation CLASS Observation			ECERS #31 RIELS Level I RIELS Level II CLASS
7.24	Do teachers provide children opportunities to effect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities?	ECERS Observation Teacher Interview CLASS Observation			ECERS #31 RIELS Level I RIELS Level II CLASS
7.25	Do teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills?	ECERS Observation CLASS Observation			ECERS #32 and #33 RIELS Level I RIELS Level II CLASS
7.26	Is the outdoor environment used as an extension of the indoor classroom, and included in intentional curriculum planning?	Review: Educational Plans Teacher Interview ECERS Observation			ECERS #7 and #8 RIELS Level I RIELS Level II

Standard Eight: Child Assessment

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
Program Level Program level child assessment is a written description of the program's system of ongoing assessment that guides: 1. Monitoring children's development and learning. 2. Informing curriculum and decision-making. 3. Identifying children who might benefit from additional supports and/or special services. 4. Communicating with families and other authorized parties.						
8.1	Does the program have a written philosophy statement and written practices on child assessment that guides the implementation of a system of assessment that includes both classroom-based and norm-referenced assessment strategies?	Application: Policy/Plan - Assessment				Child Assessment Guidance RIELS Level III
8.2	Are norm-referenced and standardized tests used when seeking information on eligibility for special services or when collecting information for overall program effectiveness and are implemented by qualified professionals? When these assessments are used, are they combined with other methods such as observations, checklists, rating scales, and work sampling to obtain an ongoing, comprehensive assessment of children's progress over time?	Application: Policy/Plan - Assessment				Child Assessment Guidance RIELS Level III
8.3	Does the program provide families with information about how assessment is used by the program, including: a. the purpose and use for which an assessment is designed and its programmatic purpose and use? b. the interpretations of the results and their meaning in terms of future learning opportunities for their child? c. the way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under	Application: Policy/Plan - Assessment				Child Assessment Guidance RIELS Level III

	which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved)? d. access to or information about the specific instruments used?				
8.4	Does the program have a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum? For kindergartens, is the child assessment system is aligned with applicable Rhode Island Department of Elementary and Secondary Grade Level Expectations (GLEs)? Do the plans include: a. timelines associated with assessments that occur throughout the year? b. procedures to keep individual child records confidential? c. ways to involve families in planning and implementing assessments? d. methods to effectively communicate assessment information to families?	Application: Policy/Plan - Assessment			Child Assessment Guidance RIELS Level III
8.5	Does the program provide teachers with adequate time and classroom support to successfully implement a system of authentic assessment?	Application: Policy/Plan - Assessment Administrator Interview Teacher Interview			Child Assessment Guidance RIELS Level III
8.6	Does the program collaborate with Child Outreach programs to screen children annually?	Application: Policy/Plan - Assessment Child Outreach Verification			Child Assessment Guidance RIELS Level III
8.7	Do families have ongoing opportunities to share the results of observations from home to contribute to the assessment process and the identification of goals for the child?	Application: Policy/Plan - Assessment			Child Assessment Guidance RIELS Level III
8.8	Does the program makes provision for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication conferences to discuss each child's	Application: Policy/Plan - Assessment			Child Assessment Guidance RIELS Level III

	progress, accomplishments, difficulties in the classroom and at home, as well as to plan learning activities; including providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year as part of the parent conferences?				
8.9	Does the program have a system that supports teaching staff in developing competencies in child assessment?	Application: Plan - Staff Evaluation and Supervision; Annual Professional Development Administrator Interview Teacher Interview			System of Staff Support Guidance Child Assessment Guidance RIELS Level III ECERS #42 and #43
8.10	Does the program uses child assessment to: a. ascertain the degree to which the program is attaining desired child outcomes and goals for children? b. identify patterns and trends across the program? c. inform the program's improvement plan and professional development of staff?	Application: Policy/Plan – Assessment; Comprehensive Self-Assessment and Program Improvement; Annual Professional Development Administrator Interview			Child Assessment Guidance Comprehensive Self-Assessment and Program Improvement Guidance System of Staff Support Guidance RIELS Level III

Classroom Level

Classroom level child assessment practices emerge from the written program level assessment plan and are used to:
1. Monitor children's development and learning.
2. Inform curriculum and decision-making.
3. Identify children who might benefit from additional supports and/or special services.
4. Communicate with families and other authorized parties.

8.11	Do teachers assess the developmental progress of each child in the eight RI Early Learning Standards domains, using assessment data from natural classroom environments and situations consistent with children's cultural, language and everyday experiences?	Teacher Interview Review of Classroom Assessment Documentation			RIELS Level II
8.12	Do teachers conduct child assessments as an integral part of the program to support children's learning using a variety of methods such as observations, interactions with children, checklists, rating scales, photographs, work samples, and	Teacher Interview Review of Classroom Assessment Documentation			RIELS Level II

			Teacher Interview				
		family input?					
	8.13	Are the assessment methods used by your program: a. sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language? b. meaningful, accurate, and objective? c. used in settings familiar to the children?	Teacher Interview Review of Classroom Assessment Documentation				RIELS Level II
	8.14	Do teachers have a system to help manage and organize the collection of assessment information for each child (Example: child portfolio system)?	Teacher Interview Review of Classroom Assessment Documentation				RIELS Level II
	8.15	Do teachers use child assessment information to: a. identify children's strengths, learning styles and developmental levels? b. inform classroom instruction, make sound decisions about individual and group curriculum content, teaching approaches, personal interactions, and guide the design of the children's learning environment? c. identify children who might benefit from additional supports and/or special services? d. share information on each child's progress with families and other authorized parties?	Teacher Interview Review of Classroom Assessment Documentation				RIELS Level II

Standard Nine: Differentiated Teaching and Learning

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
Program Level Programs have a written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests.						
9.1	Does the program have a written philosophy statement and written plan describing how the program supports each child's unique learning style, individual growth and development, and interests?	Application: Policy/Plan –Curriculum; Assessment				RIELS Level III Curriculum Guidance Child Assessment Guidance
9.2	Does your program have a system for supporting teaching staff in developing competencies for implementing differentiated teaching and learning practices to enhance each child's learning and development?	Application: Plans - Staff Evaluation and Supervision; Annual Professional Development Administrator Interview Teacher Interview				System of Staff Support Guidance Curriculum Guidance Child Assessment Guidance RIELS Level III ECERS #42 and #43
9.3	Does your program's written plan guide teaching staff in using a variety of instructional strategies and multi-level learning opportunities based on the assessment of each child's developmental levels, learning styles, and interests?	Application: Plans –Curriculum; Assessment				RIELS Level III Curriculum Guidance Child Assessment Guidance
9.4	Does your program's written plan describe a process for serving children with disabilities in inclusive settings and accessing appropriate special education services for children with suspected and diagnosed disabilities?	Application: Plans –Curriculum; Assessment				RIELS Level III Curriculum Guidance Child Assessment Guidance ECERS #28 and #37
Classroom Level At the classroom level, differentiated teaching and learning emerges from the program's written plan that guides teachers in designing and implementing a variety of instructional strategies and multilevel opportunities to support children's development.						
9.5	Does the teaching staff use ongoing, authentic assessments to inform the implementation of classroom practices that reflect each child's developmental level, learning style, and interests in each RI Early Learning Standards domain of learning?	Teacher Interview Review of Classroom Assessment Documentation				RIELS Level II

9.6	Does the teaching staff promote children's learning by responding to their need for and interest in practicing emerging skills by providing children choice and enhancing and expanding activities that children repeatedly choose?	Teacher Interview CLASS Observation				RIELS Level II CLASS
9.7	Are children provided with multiple options and opportunities for learning and demonstrating what they have learned?	Teacher Interview Review of Classroom Assessment Documentation				RIELS Level II
9.8	Do teaching staff utilize multi-level learning opportunities and a variety of instructional strategies to support children's development?	Teacher Interview CLASS Observation				RIELS Level II CLASS
9.9	Does the teaching staff interact with children in ways that are sensitive and responsive to differing abilities, temperaments, activity levels, culture and cognitive and social developmental levels?	ECERS Observation CLASS Observation				RIELS Level II ECERS #28 and #37 CLASS
9.10	Do teachers, families, and other professionals work as a team to develop, document and implement a plan for each child that supports his or her inclusion and success?	Administrator Interview Teacher Interview				RIELS Level III RIELS Level II
9.11	For children requiring special education services, does the teaching staff collaborate with special education professionals and families to support children with disabilities to succeed in inclusive environments and ensure each partner has access to necessary information and supports for appropriate services?	ECERS Observation Administrator Interview Teacher Interview				ECERS #37 RIELS Level III RIELS Level II

Standard Ten: Family Engagement

Standard	Guiding Questions	Evidence of Compliance	Meets Standard			Resources (See Appendix)
			Full	Partial	Not Yet	
Program Level The program has a written plan that describes program practices for communicating with and involving family members as partners in their child's education and in program decision-making. Family members include adults and children significant in the child's daily life who influence the child and support their learning.						
10.1	Does your program level written plan delineate the expectation that all teaching staff engage families in the education of their child including: a. describing the opportunities for families to be involved in program decision-making (e.g. advisory groups)? b. delineating the expectation that all teaching staff engage families in the education of their child?	Application: Policy/Plan - Family Engagement				Family Engagement Guidance RIELS Level III ECERS #38
10.2	Are families encouraged to take on leadership roles and are actively involved in decision-making opportunities?	Application: Policy/Plan - Family Engagement				Family Engagement Guidance RIELS Level III
10.3	Does your program use a variety of methods to engage families in active two-way communication on an ongoing basis (such as new family orientations, small group meetings, individual conversations, notes between program and home and written questionnaires)?	Application: Policy/Plan - Family Engagement				Family Engagement Guidance RIELS Level III
10.4	Is your program open to families for observation and visits whenever the program is in operation?	Application: Policy/Plan - Family Engagement; Assurance				Family Engagement Guidance RIELS Level III
10.5	Does your program implement activities to facilitate the transition of children and families including: a. opportunities for the child and parent to visit the program one or more times prior to enrollment? b. activities to support internal transitions within the program, e.g., from class to class, during program enrollment? c. strategies to support families with their transitions to other programs or schools at the	Application: Policy/Plan - Family Engagement				Family Engagement Guidance RIELS Level III

	end of enrollment? these strategies may include providing basic general information on future program options, enrollment procedures and practices, and opportunities for program visitation.				
10.6	Does your program actively seek and utilize input from families in the following areas: a. establishing or refining program philosophies, long-term goals and short-term objectives? b. conducting program assessment and evaluation? c. designing family engagement opportunities? d. establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language? e. creating a physical environment that is welcoming to families?	Application: Policy/Plan - Family Engagement; Comprehensive Self-Assessment and Program Improvement			Family Engagement Guidance Comprehensive Self-Assessment and Program Improvement Guidance RIELS Level III
10.7	Does your program plan and implement a wide variety of opportunities for families to be engaged in their child's education both within the program and in the family's home?	Application: Policy/Plan - Family Engagement			Family Engagement Guidance RIELS Level III
10.8	Does your program make efforts to accommodate families with special needs and circumstances so that they can take full advantage of family engagement opportunities?	Application: Policy/Plan - Family Engagement			Family Engagement Guidance RIELS Level III
10.9	Does your program have a system that supports teaching staff in developing competencies to enhance families' involvement in the program and in their child's learning and development?	Application: Plans - Staff Evaluation and Supervision; Annual Professional Development Administrator Interview Teacher Interview			System of Staff Support Guidance Family Engagement Guidance RIELS Level III ECERS #42 and #43

Classroom Level

Classroom level family engagement emerges from the program level written plan as it is translated into individual teacher and staff practices with families.

10.10	Does the teaching staff implement intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time?	ECERS Observation Teacher Interview			ECERS #38 RIELS Level II

10.11	Does the teaching staff communicate with families to gather information about their child's interests, approaches to learning and developmental needs, and to learn about their concerns and goals for their children? Is this information is incorporated into ongoing classroom planning?	Document Review: Enrollment Forms, Evaluations, Telephone Interviews, Educational Plans, etc. Teacher Interview				RIELS Level II
10.12	Does the teaching staff collect information from individual families for use in designing family engagement opportunities appropriate to their interests and circumstances?	Teacher Interview Review of Child Files				RIELS Level II
10.13	Does the teaching staff communicate with families in a variety of ways on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children?	Teacher Interview				RIELS Level II
10.14	Does the teaching staff plan and implement a continuum of opportunities so that families: a. know what young children should know and be able to do as articulated in the ri early learning standards? b. recognize how standards-based programs support their child's learning? c. understand and embrace the positive role that parents play in supporting their child in learning at home and in the program?	Teacher Interview				RIELS Level II
10.15	Does the teaching staff use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language?	Teacher Interview				RIELS Level II ECERS #38

Resource Appendix

ADA Guidance
The publication *Commonly Asked Questions about Child Care Centers and The Americans with Disabilities Act* is available through the Department of Justice. Visit www.ada.gov/childq%26a.htm to learn more about ADA compliance.

Bright Stars
http://www.brightstars.org/

Caring for Our Children
The National Resource Center for Health and Safety in Child Care and Early Education publishes *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, 2nd Edition* visit: www.nrc.uchsc.edu/CFOC/ for your FREE downloadable copy.

ChildSpan
www.childspan.net

CLASS Tool
The *Classroom Assessment Scoring System* (CLASS) is a system for observing and assessing the quality of interactions between teachers and students in classrooms. To learn more visit: http://www.teachstone.org/about-the-class/

DCYF Licensing
For programs that still need to begin the licensing process with DCYF, please email Brenda Almeida at brenda.almeida@dcyf.ri.gov . Be sure to include the following information with your request: your program name, mailing address, phone number and person to contact.

ECERS-R and All About the ECERS
ECERS-R stands for *The Early Childhood Environmental Rating Scale, Revised Addition*. An ECERS-R score of 5.0 or greater is required for RIDE Approval. Any item scored below a 3 will require an approved improvement plan. To learn more about this resource visit: www.fpg.unc.edu/~ECERS/

ECERS-R Tips Sheets
http://www.childcareresourcesinc.org/publications-and-multimedia/tip-sheets/tip-sheets-for-child-care-professionals/

RIDE Guidance Documents
Please visit the Early Childhood section of the RIDE website for all guidance documents: www.ride.ri.gov. Once there, click on the Early Childhood link. Guidance documents include: Required Inspections, Fire Drill and Evacuation, General Program Policy, Comprehensive Self-Assessment and Program Improvement, Systems of Staff Support, Family Engagement, Curriculum, and Child Assessment.

Handbook of Public Playground Safety
The Handbook of Public Safety is a Consumer Products Safety Commission document. Visit www.cpsc.gov/cpscpub/pubs/325.pdf for your free, downloadable copy.

LISC

LISC operates The Rhode Island Child Care Facilities Funds, which provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space. The Fund assists licensed child care centers and homes that are committed to providing high quality care and to serving low-income children eligible for DHS subsidies – from infancy through school-age years. To learn more contact Cindy Larson, Senior Program Officer, clarson@lisc.org or 331-0131.

RIDE: Evaluation of Credential Request

http://www.ride.ri.gov/educatorquality/certification/Cert_Applications.aspx

RIELS

RIELS stands for the Rhode Island Early Learning Standards, which can be found at http://www.ride.ri.gov/els. Additional Resources include:
- RIELS Resources http://www.ride.ri.gov/els/resources.asp
- RIELS Training http://www.ride.ri.gov/els/prodev.asp
- To sign up for training, email RIELS Professional Development Coordinator Courtney Read at courtney.read@ride.ri.gov

RI Early Learning Council

http://www.earlylearningri.org/

RI Kids Count

http://www.rikidscount.org/matriarch/default.asp

Rhode Island Red Cross

To learn more or sign up for first aid and CPR classes, visit www.riredcross.org

Safe Water Drinking Act

www.epa.gov/safewater/schools/pdfs/lead/qrg_lcr_schools.pdf

Teacher Assistant Resources
- CDA Information: Council for Professional Recognition   http://www.cdacouncil.org/
- CCRI Apprenticeship Program   Lynne Trudel, CCRI   455-6128
- East Bay Educational Collaborative   http://www.ebecri.org/custom/taprogram.html
- Northern RI Collaborative   http://www.nric-ri.org/professional-development-academy
- Rhode Island Technical Assistance Project   http://www.ritap.org/ta/resources/resources.php
- Teacher Assistant Training   http://www.ccri.edu/cwce/career/teacherassistant.shtml
- West Bay Collaborative   http://www.westbaycollaborative.org/